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EVALUATION OF ROOSEVELT SUMMER DEMONSTRATION PROGRAM, 1967.

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THE FIRST PART OF THIS REPORT OF A SENATE BILL 28 DEMONSTRATION PROJECT DESCRIBES THE SUMMER JUNIOR HIGH SCHOOL PROGRAM IN WHICH STUDENTS WERE OFFERED (1) LANGUAGE INSTRUCTION TO IMPROVE THEIR READING ACHIEVEMENT, (2) AN INNOVATIVE MATHEMATICS COURSE CONDUCTED BY THE "DISCOVERY METHOD," AND (3) SPANISH-ENGLISH LANGUAGE CLASSES TO ENABLE PUPILS OF SPANISH BACKGROUND TO BECOME MORE PROFICIENT IN SPANISH AND MORE APPRECIATIVE OF THEIR CULTURE. ENRICHMENT EXPERIENCES, TRIPS, AND A WEEK AT CAMP FOR 125 SELECTED STUDENTS WERE ALSO FEATURES OF THE PROGRAM. ONE OF THE PROGRAM'S GOALS WAS TO IMPROVE THE STUDENTS' SELF-IMAGE. THE PERSONNEL INCLUDED REGULAR TEACHERS, NINE STUDENT TEACHERS, NEIGHBORHOOD YOUTH CORPS STUDENTS, TEACHER AIDES, MATHEMATICS CONSULTANTS, AND TUTORIAL AIDES (NINTH AND TENTH GRADERS WHO HAD ACHIEVED WELL IN THE NEW MATHEMATICS METHOD THE PRECEDING SEMESTER). STANDARDIZED TEST RESULTS WERE OF LIMITED RELIABILITY IN EVALUATING THE PROGRAM. HOWEVER TEACHER RATINGS AND REPORTS INDICATED IMPROVEMENTS IN SKILLS, ATTITUDES, AND INTERGROUPS RELATIONS. THE SECOND PART OF THIS REPORT DESCRIBES AN INSERVICE COURSE AND WORKSHOP ON EDUCATION AND HUMAN RELATIONS OFFERED TO 39 TEACHERS IN THE OAKLAND SCHOOLS. MOST OF THEM FELT THAT THE COURSE WAS BENEFICIAL AND HAD CHANGED THEIR OWN AND OTHERS' ATTITUDES. A LONG APPENDIX CONTAINS VARIOUS RATINGS, INVENTORIES, AND EVALUATIONS OF VARIOUS ASPECTS OF THE PROGRAM. (NH)

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RESEARCH REPORT

EVALUATION OF ROOSEVELT JUNIOR HIGH SCHOOL

SUMMER DEMONSTRATION PROGRAM

UD 004 458

OAKLAND PUBLIC SCHOOLS

1967-68

Report Number 1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION OF ROOSEVELT

SUMMER DEMONSTRATION PROGRAM - 1967

Prepared By:

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In Cooperation With:

Division of Secondary Education

Division of Administrative and Special Services

Division of Urban Educational Services

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Part I: Evaluation of Roosevelt Summer School Demonstration Project

OAKLAND PUBLIC SCHOOLS
Research Department

INTRODUCTION

The Senate Bill 28 Demonstration Project which began in the Spring of 1967 at Roosevelt Junior High School was continued during the summer. The objectives of the program were to aid children whose language limitations had hampered progress in learning. Major emphasis of the program was to provide intensive study in language development to diminish handicaps in reading achievement. Pupils' self-image and a concept of self as a student were also important aspects of the program.

Specialized features of the program included experimental programs in Mathematics and Spanish. Mathematics classes were taught by the Discovery Method as proposed by Dr. Johntz, of the University of California. Spanish Language classes combined instruction in Spanish and English to develop skill in speaking, reading, and writing both languages.

The objectives of the spring project formed the guide lines of the summer project. Additional objectives reflected the specialized features that the summer school offered.

The objectives of the Demonstration Project at Roosevelt Junior High School, Spring 1967, basically involved children, providing an instructional program that would compensate for cultural interference in reading, improving achievement in all areas especially reading of deprived children, increasing the effectiveness of the classroom and school environment through sensitive interaction between adults and children in order to foster an atmosphere of success, pride of accomplishment, persistence in academic endeavor, and improved self-image, developing new and more effective teaching methods and curriculum for deprived children, providing certain students with an opportunity to become proficient in the use of Spanish and to be thoroughly acquainted with and appreciative of the culture of their groups, and to strengthen certain pupils in basic mathematical and communication skills while broadening their interests, encouraging their imaginations, fostering self-expression, and promoting success experiences directed toward an ultimate commitment to higher education.

The objectives of the summer program reflected the Spring Program objectives and centered around increased student achievement as measured by standardized tests, improved student attitudes toward school and education, raised occupational and/or educational aspirations, improved student self-image, and increased inter-group understanding and respect.

PROGRAM

Organization

The six-week summer session began on June 26 and terminated August 4. Classes were organized in 2 hour blocks with an elective for the third hour. Block classes consisted of instruction in Language, Reading, Mathematics, English, and Spanish Language. Elective classes offered instruction in Typing, Art, Homemaking, Wood Shop, and Physical Education.

Language-Reading Classes: Instruction in Language-Reading classes was designed to improve expression and understanding. Language was combined with reading activities to develop skill in reading. Some classes included science activities as the basic interest. Other block classes centered their interests on topics related to Social Sciences. The publication of a school newspaper required the writing skills of many students.

English-Spanish Classes: The English-Spanish Language classes provided a learning experience for students who spoke or understood Spanish. They had learned Spanish in their homes, but had not developed sufficient skill to speak fluently. The bilingual background had hampered their progress in learning the effective use of English. The Spanish Language class helped students develop skill in oral and written expression in Spanish. Emphasis was placed on the similarities of English and Spanish language patterns. Learning better English through understanding comparative language was one of the goals of the program.

Increased skill in speaking, reading, and writing Spanish and working together with other students to improve were influential factors in promoting feelings of pride in language and culture. Identifying similarities in languages and discussing customs and cultures helped students to understand their heritage.

A few students (6) in the class had recently moved to Oakland and spoke a few words in English. These students learned basic English expressions and common communication in everyday life.

Mathematics Classes: The mathematics classes were under the direction of a math chairman who was assisted by a master teacher. Participating in the instruction of math classes were 4 graduate students from the University of California and 7 students from Roosevelt Junior High School, who had been enrolled in the Demonstration Math classes in the Spring of 1967.

The mathematics classes were instructed in the Discovery Method of teaching as proposed by Dr. Johntz of the University of California. Topics covered in math classes included modular arithmetic, linear equations, prime factors, probability, factoring and exponents, simplifying fractions, and multiplying whole numbers and fractions.

Personnel of the Program

Student-Teachers: The Demonstration Project provided training for nine student-teachers from California State College. They were assigned to language arts, science, and remedial reading classes. This training in the demonstration project was under the direction of a master teacher and a representative from California State College who made frequent classroom visitations followed by conferences.

The student-teachers were participating in the "Operation Fair Chance" program. The objectives of "Operation Fair Chance" involved teachers, students, and community. The program's objectives are as follows: to aid teachers in their understanding and acceptance of students whose cultural background differs from their own; to develop a durable motivation for learning in children; to help children develop realistic vocational goals, and to alert the teachers to the educational contributions of the community.

Neighborhood Youth Corps: High School students who resided in the neighborhood participated in the summer demonstration project. The activities in which they participated included office work, aiding teachers in the classroom and on exursions,

and supervising pupils. Most students worked for a 6 hour period, however some were employed for 4 hours. A total of 21 N.Y.C. students were employed at Roosevelt School.

Teacher-Aides: Parents who had worked at Roosevelt during the regular school year and who had expressed a desire, remained for the summer demonstration project. Some teacher aides, who had been recommended from other schools in Oakland, also participated. High school students and young adults also served.

Math Consultants: Four math consultants, who were graduate students at the University of California, taught mathematics classes during the summer session. Three other graduate students taught part-time in preparation for teaching positions next year. These graduate students and consultants had received training in Discovery Mathematics under the direction of Dr. William Johntz at the University of California.

Tutorial Aides: Seven ninth and tenth grade students who had begun study in the Discovery Mathematics program in the spring served as tutorial aides. Tutorial aides worked in the classroom with teachers and student-teachers and conducted separate classes in mathematics.

Tutorial aides were chosen to participate in the program because they had demonstrated excellence in mathematics during the spring program. Most of the tutorial-aides had achieved below their teacher's expectations before the program began.

Enrichment Experiences

Students participated in a number of trips and excursions throughout the bay area. Trips and excursions were planned to broaden students' appreciation and understanding of their community and to aid students in the formulation of concepts of themselves as future contributors to the community. Students had an opportunity to tour college and university campuses and to acquaint themselves with the availability of higher education. They observed older students engaged in the process of learning to attain their goals.

They visited industries to investigate their operation and to determine the contribution of each individual to a large organization. The students had an opportunity to comprehend their community and city as a contributor to the educational, industrial, agricultural and cultural complexities that combine to form Alameda County.

Educational and Demonstrative Services

The Senate Bill 28 Demonstration Project at Roosevelt Junior High School was registered with the State Department of Education in Sacramento as a Demonstration School. In this capacity, it has served the educational community of the bay area. Frequent classroom visitations were made by student-teachers and interns from the University of California and San Francisco State College.

Nine student-teachers from California State College were actively participating in the program. Additional students and prospective student-teachers visited classrooms to observe the project. The Roosevelt faculty and the student observers participated in weekly faculty seminars. Bus trips into the neighborhood acquainted the student observers and the student-teachers with the neighborhood surrounding the school. The N.A.A.C.P. Headquarters and the Fruitvale Spanish Speaking Center,

C.O.R.E. Headquarters, Human Relations Commission, the Adult Minorities Employment Center, the Office of Economic Opportunity Center, the Oakland Police Department and various other businesses in the community were visited.

The Fruitvale Spanish Speaking Center made arrangements for visitors from Puerto Rico, Mexico and other countries in the Southern Hemisphere to observe the program. They expressed particular interest in the English-Spanish Language classes.

The demonstration project was observed by respresentatives from Sacramento. Other vistors included school board representatives, teachers and school administrators from throughout the United States. A video-recording of a mathematics class was viewed by Sacramento legislators for demonstration purposes.

Educational Camping Experiences

Provision was made for 125 selected summer school students to attend Tuolumne Children's Camps from August 24-31, 1967. Approximately 20 members from the Roosevelt staff, including the principal, teachers and counselors, provided a special instructional program designed to improve students' skills in English and their performance in mathematics. Eight teacher-aides assisted the instructional staff.

The teacher-pupil ratio of 1 to 10 provided opportunity for increased adult-pupil relationships, a time to exchange ideas and to understand each other. The teacher in the relaxed atmosphere of the camp devoted attention to the development of better attitudes toward adults and encouraged improved self-images. The staff sought to develop meaningful personal relationships among the children and the adults. The camp life experiences aided in the development of new attitudes toward the physical and social environment of the student.

Camping experiences included overnight pack trips, hiking, horseback riding, swimming, fishing, and practicing arts and crafts. Campers were provided overnight sleeping bags for the pack trips.

PROCEDURE

Standardized Tests

The California Achievement Test, Reading, was administered to all students enrolled in Language-Reading classes. Form X was administered as the pre-test at the end of the first week of summer school. The post-test, form Y, was administered during the last week.

The California Reading Test was composed of two sections, Reading Vocabulary and Reading Comprehension. In the Reading Vocabulary Test, the student was directed to chose the word that means the opposite of a key word. The Vocabulary Test sampled words from the fields of mathematics, science, social science, and general knowledge. The Reading Comprehension Test was composed of three sections: Following Directions, Reference Skills and Interpretation of Material. The test was designed to measure the students' comprehension of a variety of topics.

Teacher Opinion and Rating Scales

Teachers and student-teachers cooperated in the completion of a questionnaire stating their opinions of the program. They evaluated the overall effectiveness of the program and indicated methods and techniques that they had found to be particularly effective. The use of the Video-Trainer and its effectiveness was also investigated.

Teachers rated areas of improvement they had observed in their pupils as a result of summer school. The areas that were rated included progress in learning the skills of each teaching area and in developing a better attitude toward school. The teacher also rated the progress that students demonstrated in understanding intergroup relations and improving their self-image. The questionnaire form appears in Appendix I A.

Inventory of Activities

All non-teaching personnel reported the kinds of activities that they had performed during the summer. They indicated the percentage of time each activity required. N.Y.C. and teacher-aides also completed a questionnaire. They indicated the activities they had performed and the frequency with which each activity was performed. The forms for the N.Y.C. and teacher-aides appear in Appendix I B and I C.

Parent Questionnaire

Parent opinion of the summer school was determined by requesting a sample of parents to complete a questionnaire. Teachers selected every third name of their class list and instructed the student to take home and return a parent questionnaire. The questionnaire form is presented in Appendix I D.

Student Questionnaire

All students in block classes completed a questionnaire. They indicated their appraisal of their summer school experiences. They responded to open-end questions to relate their "likes" and "dislikes" about summer school, and to explain their reasons for attending. The questionnaire forms, although similar in objective, differed for each of the three block classes. The questionnaire forms appear in Appendices I E, I F, and I G.

FINDINGS

Attendance

There were 320 students enrolled in the summer program. Average daily attendance was 287 students. Absences that exceeded three days were reported to the office. Counselors contacted homes to determine reasons for absences. Parents stated vacations, illness, and personal business accounted for the absences. Two students were truant and three were eliminated for discipline.

Standardized Tests

The test data are presented in Table I. The mean of the Total Reading scores indicated that the summer school was attended by groups of entering seventh, eighth, and ninth grade students who were retarded in reading achievement on the average by 15, 24, and 19 months respectively.

The differences between pre- and post-test means were both positive and negative Most of the differences between means were two months or less. There were two exceptions. Eighth grade students on the average gained seven months in reading comprehension. The differences in means of vocabulary scores at the seventh grade level were negative (4 months). Comparisons of pre-and post-test grade placement scores for the quartile groups in seventh grade indicated that 4.5 students in the third quartile substantially contributed to the negative difference.

TABLE I

Quartiles, Medians, and Means of Grade Placements on the California Reading Test

Subtests	Seventh Grade*		Eighth Grade*		Ninth Grade*	
	Pre-Test Form X	Post-Test Form Y	Pre-Test Form X	Post-Test Form Y	Pre-Test Form X	Post-Test Form Y
Vocabulary:						
Q3	6.8	5.9	6.0	6.6	9.0	8.6
Mdn	5.3	5.3	5.2	5.0	7.1	6.9
Q1	4.6	4.5	4.6	4.5	4.8	5.2
Mean	5.7	5.3	5.7	5.9	7.2	7.1
Range	3.0-9.0	3.0-8.0	4.5-10.7	3.6-9.4	4.5-10.2	4.5-10.2
Comprehension:						
Q3	6.3	6.1	6.7	6.9	7.9	8.5
Mdn	5.4	5.4	5.2	6.0	7.2	7.4
Q1	4.3	4.0	4.3	5.3	6.0	6.1
Mean	5.4	5.5	5.4	6.1	7.6	7.5
Range	3.0-7.7	3.0-8.5	3.9-7.9	4.0-8.4	3.9-9.7	5.0-11.3
Total Reading:						
Q3	6.2	6.3	6.1	6.6	8.2	8.4
Mdn	5.3	4.8	5.2	5.7	7.4	7.4
Q1	4.0	3.4	4.5	4.2	5.7	5.8
Mean	5.5	5.3	5.6	5.8	7.4	7.4
Range	3.0-8.3	3.0-8.2	3.4-7.2	3.6-8.9	4.2-10.5	4.5-10.5
Number	18	18	11	11	14	14

* Indicates grade in September, 1967.

TABLE II

Activities of the Counselors and Percent of Total Time Devoted to Each Activity

ACTIVITIES	PERCENT OF TIME	
	Counselor A	Counselor B
Contact with Counselees	25	25
Contact about Counselees	20	20
Programming Clerical Duties	15	15
Supervision of Pupils	5	15
Administering or Proctoring Standardized Tests	15	0
Reading Reports, Referrals, Memos, Student Records, Circulars, etc.	5	10
Attendance-Clerical Duties	5	5
Staff, Guidance, and Administrative Meetings	5	5
Other Clerical Duties	5	5
Preparing Referrals	0	0
In-Service Meetings	0	0
Community Meetings	0	0
Total	100%	100%

TABLE III

Activities of the Librarian-Media Specialist and Percent of Total Time Devoted to Each Activity

ACTIVITIES	PERCENT OF TIME
Serving as librarian before school, during noon, and after school	35%
Serving as instructional materials source for teachers	16%
Operating Video Tape, Television Camera and Console	15%
Obtaining and coordinating the use of instructional materials	10%
Developing and maintaining Instructional Materials Center	8%
Assisting in obtaining and presenting materials illustrative of minority group contributions	5%
Developing innovative instructional aids	5%
Conducting demonstrations for teachers	2%
Introducing to teachers course materials, guides, aids, etc.	2%
Assisting in the development of an audio-visual program	2%
Total	100%

The reliability of the pre- and post-test comparisons may be limited, because each group had less than 20 students. Although all students in Language-Reading classes were tested, not many scores were available for pre- and post-test comparisons. Among the 132 students, pre-tested in June, 69 had non scorable tests. Students frequently omitted the Science section of the Vocabulary Subtest and a few students omitted sections in the Comprehension Subtest. According to the directions in the manual, the omission of a section renders the subtest not scorable. Absences and deletions from the program accounted for other loses.

Activities of Non-Teaching Personnel

Counselors' Activities: Two counselors participated in the summer program. They reported that 25% of their time was devoted to contacts with the counselees and 20% of the time to contacts about counselees. Clerical duties and proctoring and administering tests, required approximately 15% of at least one counselor's time. Another 15% of counselor's time was devoted to clerical duties and staff meetings. Percentages are reported in Table II.

Librarian-Media Specialist: The librarian-media specialist devoted 85% of the total time to the library and its functions. The operation of the video-tape television camera required 15% of the total time.

The functions which the librarian performed and the time required for each activity are reported in Table III. Serving as a librarian for the students required 35% of the librarian's time. One fourth of the librarian's time was devoted to obtaining and coordinating the use of instructional materials and acting as a materials resource for teachers.

Media-Clerk: A media-clerk assisted the media-specialist in the operation of the Video-Tape Ampex Television. Other duties included the coordination and supply of the audio-visual equipment. The media-clerk occasionally operated audio-visual equipment for teachers. The clerk also catalogued audio-visual materials in the library. The activities of the media-clerk are listed in Table IV. The percent of time that each activity required is also listed.

TABLE IV

Activities of the Instructional Media-Clerk and Percent of the Total Time Devoted to Each Activity

Activities	Percent of Time
Demonstrating and operating Video-Tape Ampex Television	50%
Delivering and accounting for Audio-Visual Equipment	20%
Library work includes accounting of Audio-Visual Materials	15%
Operating Audio-Visual Equipment	10%
Supervision of Student Control	5%
TOTAL	100%

Activities of Teacher-Aides

Six teacher-aides completed the staff questionnaire. Their responses indicated that most of the aides had assisted the teachers "many times" with classroom instruction and had aided the teacher "many times" with other activities not directly related to instruction.

The inventory of activities of the teacher aides appears in Appendix I A. About half of the aides also attended teacher and inservice training activities. Two thirds of the aides worked three hours and two aides worked four hours. Some aides stated they remained longer when their help was required.

Activities of Neighborhood Youth Corps Aides

The Neighborhood Youth Corps had 21 aides in the project. These student aides performed many activities for the school. These activities included assisting in classrooms, instructing, supervising students in halls, or cafeteria or in excursions, working in the office (typing, mimeographing, answering the phone, and running errands), helping distribute audio-visual materials, working in the library, and preparing art materials for the school. The activities and their frequency of performance are reported in Appendices I C and I C-1.

N.Y.C. Aides reported that they frequently participated in more than one type of activity. Combinations of activities in which the students participated and the numbers of students are reported in Table V. Five students reported they participated in classroom instruction, office work, and supervision of pupils. Four aides had classroom and office responsibilities and three aides had classroom and supervision activities. Four students, three in office work and one in supervision of students, reported they frequently performed only one activity.

N.Y.C. Aides were asked to report what they believed were the "most" important things they had learned from their work in the summer project. Nine students reported the skill they had learned as a result of their work in the office. Three simply reported they had learned a lot. The responses to the question ("What are the most important things you learned from your work this summer?") were summarized and are reported in Appendix I C-2.

TABLE V

Number of N.Y.C. Aides Who Frequently Performed Combinations of Activities

FREQUENTLY PERFORMED ACTIVITIES	NUMBER OF N.Y.C. AIDES
Classroom - Office - Supervision	5
Classroom - Office	4
Classroom - Supervision	3
Office	3
Classroom - Supervision - Art for School	1
Classroom - Supervision - Audio-Visual-Library	2
Classroom - P. E. Supervision	1
Supervision of Students - Audio-Visual	1
Supervision	1
TOTAL	21

Teacher Questionnaire

Summaries of completed teacher questionnaires appear in Appendices I A to I A-3. Responses of block teachers were summarized by teaching area. Responses of teachers in elective teaching areas were combined.

The teachers in elective teaching areas (homemaking, typing, art, physical education and woodshop) and math rated the program excellent in its effectiveness. Language-Reading and English-Spanish teachers indicated the program rated fair to very good. Seven of the eight ratings were "very good" or "good".

Unique language experiences included a variety of audio-visual materials that individualized instruction. The Polaroid camera was used to photograph important aspects of field trips. Photograph important aspects of field trips. Photographs were discussed, labeled and described. Photographs of other classmates served as the basis for autobiographies and as a visual aid for activities to help the student improve self-image.

The tape recorder served as a means for developing techniques of evaluating language. Students evaluated their own compositions. They studied descriptive language by listening to advertising tapes of commercials.

Activities encouraging oral expression were frequently reported. Students participated in plays, group discussions and projects related to public speaking.

In the language-reading class with particular interest in science, the class activities included inquiry and discussion. Laboratory experiments required more than 80% of class time.

In mathematics the teachers reported the use of the Discovery Method was a unique experience of the summer demonstration project. Students studied many interesting mathematical, algebraic, and geometric concepts. The math consultants brought to the program many interesting and valuable ideas that made math meaningful and exciting.

The use of stretching, modular, and shrinking machines motivated interest and understanding in math. Golf tees were interesting instructional devices for developing concepts of a base five number system. Students learned to add, subtract, and multiply in the base five number system. They also studied positive and negative numbers.

The seven tutorial aides taught classes of 7th and 8th grade students. Aides were judged to have an outstanding effect on changing the attitude of students at Roosevelt. They provided opportunities for review and independent discovery of topics discussed in class.

The teachers in elective classes employed a variety of materials that students had not been employed in the regular school year. The typing classes were a new experience for many students. Sculpture activities provided a new concept of materials and artistic expression. Weight lifting peaked the interest of many young muscle builders.

The frequently reported benefits to the student were the increments in skills and improvements in attitude that resulted from individualized instruction. The interesting field trips and free class discussion made students more active participants in their learning environment. Mathematics teachers reported that students

became more aware of their capabilities and potentialities to learn math. They were beginning to experience the satisfaction of achieving in an important academic subject.

Improvements cited by the Language-Reading teachers suggested the need for better grouping of students. Two teachers reported that some of the students were not placed in the class that they had requested or that they needed most. Other improvements suggested the need for classes in personal hygiene, mentally retarded, and more elective subjects. The arrival and the quantity of materials were two concerns of two additional teachers.

Teacher Ratings' of Student Progress

Teachers observed students' progress in attaining four objectives of the summer program. Rating scales were completed by seven Language-Reading teachers, one Math teacher and one English-Spanish teacher. The data are reported in Table VI.

"Outstanding" or "Substantial" progress was observed in 53% to 73% of the students. "Satisfactory" or "Moderate" progress was observed in 20% to 45% of the students. Ten percent or less of the students made "Little" progress. Although there are some differences among the percentages of ratings indicated for the three teaching areas, the few number of teachers completing the ratings made comparisons of tenuous reliability.

Teacher's Report of Excursions

Excursions and numbers of students participating are reported in Table VII. Most students had the opportunity to visit the Alameda County Fair. Teachers had prepared students for the trip by class planning and discussion. The outstanding experiences of the fair were the Marine physical fitness tests and the educational exhibits in science, business, and history. The fun of sharing exciting experiences in the carnival area was not overlooked.

The Harbor Tour was taken by 121 students. Some had begun their study of the bay area by observing the immediate school area. The students plotted the route of the boat on a maritime map and located geographical landmarks and points of interest that they expected to see. Follow-up activities included labeling photographs, reviewing the maps, and recalling landmarks.

The Lowie Museum of Anthropology was visited by 96 students. The African exhibit displayed arts and crafts of Africa. Preparatory activities included experiences of reading and listening to African poetry and music. Students in art class collected some ideas about techniques they could try in art. Language-Reading classes took Polaroid photographs and later classified and described what the photograph depicted.

The campus itself was interesting to students. The functions of the university and the various departments were a new concept in education for many students.

The tour of the San Leandro filter plant and the Leslie Salt Company culminated a series of science experiences. The Greek Orthodox Church was an example of man's artistic expression and Hearts' Desire Beach yielded artistic forms that were the work of nature.

TABLE VI

Number and Percent of Teachers' Ratings of Student Progress

OBJECTIVES	Outstanding Progress		Substantial Progress		Satisfactory Progress		Moderate Progress		Little Progress		Total*
	N	%	N	%	N	%	N	%	N	%	N
Performance in Skill Area											
Language-Reading	31	23	26	20	41	31	13	10	20	15	132
Spanish-English	3	11	4	15	8	31	5	19	6	23	26
Math	20	19	20	67	10	9	5	5	0	0	105
Total	54	21	100	38	59	22	23	9	26	10	263
Attitudes Toward School											
Language-Reading	26	20	27	20	50	38	18	14	11	8	132
Spanish-English	3	12	4	15	8	31	5	19	6	23	26
Math	80	76	10	9	10	9	0	0	5	5	105
Total	109	41	41	16	68	26	23	9	22	8	263
Improved Self-Image (identity in school setting)											
Language-Reading	29	22	47	36	31	23	17	13	8	6	132
Spanish-English	6	23	13	50	0	0	0	0	7	27	26
Math	90	86	10	9	0	0	5	5	0	0	105
Total	125	47	70	27	31	12	22	8	15	6	263
Intergroup Understanding (Mutual respect)											
Language-Reading	31	23	52	40	25	19	19	14	5	4	132
Spanish-English	6	23	0	0	3	11	17	65	0	0	26
Math	0	0	50	47	50	47	5	5	0	0	105
Total	37	14	102	39	78	30	41	15	5	2	263

*No Response column figures included in total but not shown in table.

TABLE VII

Trips, Teachers Ratings of Value and Number of Students Participating

TRIPS	TEACHERS' RATING OF VALUE		NUMBER OF STUDENTS PARTICIPATING
	GREAT	SOME	
	N	N	
Alameda County Fair	3	2	315
Harbor Tour San Francisco	1	5	121
University of California Lowie Museum of Anthropology	3	1	96
Hearts Desire Beach	1		40
E. B. M. U. D. Plant		1	23
Leslie Salt		1	20
Chabot Observation Planetarium Show		1	20
Greek Orthodox Church		1	15

Utilization of Video-Trainer

Four teachers reported that the video-camera had been used in class. Class activities in language, science, reading, and mathematics were recorded.

Two classes had the opportunity to view the recording. Students viewed class activities and discussed their participation as members of a class. Student teachers benefited by reviewing the activities for the purpose of self-evaluation. The film record provided a basis of evaluation for the student-teacher's supervisor from the college.

The video-recordings were shown to students in other classrooms. The students enjoyed seeing other students on television. Teachers observed that the films served to initiate discussion of learning and to stimulate learning by observing other students in class.

Students from the music workshop at McChesney Junior High School performed in the auditorium. The string and instrumental band were recorded. The video-tape will be used in future music appreciation and related activities.

Student Rating Scale

The number and percent of student responses are reported in Appendices I E to I G. Student responses to questions were summarized and appear on the questionnaire form.

Language-Reading: The majority of the students' responses indicated a positive attitude. Sixty-five percent to seventy-eight percent of the students reported they were "much better" or "somewhat better" in reading. Eighty-one percent of the students reported their feelings about school had improved "much" or "somewhat". About half of the students reported they enjoyed the library more than they had last year. Seventy percent of the students reported they did not see their counselor.

Reasons for attending summer school were predominately a desire to learn. The most liked features of summer school included trips, teachers, physical education, reading, and food. Disliked features were food, teachers, some classmates, and work. Food and teachers were mentioned among likes and dislikes. Frequency of mention among likes was greater than among dislikes.

Mathematics: Students' responses indicated that the majority believed that they were "much better" or "somewhat better" in math. About two thirds of the students planned to enter a university.

Reasons for attending summer school were to learn math. Most liked features were trips and math and least liked were food and the teachers. Like and dislike of teachers was almost equally distributed.

Spanish-English: The majority of the students in the Spanish-English class reported they had been helped "much" or "somewhat". Students were more positive in reporting the amount of progress they had made in learning English than they were in reporting the amount of progress in learning Spanish.

They reported reasons for attending were to learn and to know more. Typing, gym, and English were the most liked features of summer school. Lunch, Spanish, and art were the least liked features. None of these liked or disliked features were named by more than five students.

Parent Evaluation of the Summer Demonstration Project

Questionnaires were sent to 102 parents and 40 questionnaires were returned. Eighty percent of the parents responding to the questionnaire reported that their child had enjoyed participating in summer school. The majority of the parents believed that their child had benefited a great deal from attendance. Slightly more than 40% of the parents believed summer school would help their child during the regular school year. Improvement in ability to get along with other children was reported by 40% of the parents.

Parents responded to three open-end questions. The responses are summarized in Appendix I D. The responses are listed and their frequency of mention is indicated. Most frequently stated reasons for sending a child to summer school were to learn more, to improve and to learn more math. Other parents thought grades might be improved and some wanted their child to have the opportunity to learn typing.

The most frequently cited "best thing" about summer school was the trips the children took. Activities of the program, learning math, and language-reading were the next most frequently identified benefits. The fun, the chances to learn, and the help children received were also reported.

Parents frequently indicated nothing or did not respond when they were asked to report the "worst thing" about summer school. Some parents complained about the early morning hours. Others reported the classes were too short and there was not sufficient homework. Some parents reported complaints about the food.

CONCLUSIONS

The Summer Demonstration Project fulfilled its innovative, experimental, and demonstrative purposes and served the students, the neighborhood, and the educational community. Innovation began with the dismissal of the regular subject matter organization of 50 minute periods. The project aimed at improving reading through a combination of listening, speaking, and writing activities. Although some Language-Reading classes concentrated on reading improvement, in most classes various subject fields served as a stimulus of interest around which language and reading activities were planned. Science, social science, and oral and written English activities provided the students opportunities to perform laboratory experiments, to explore and examine a broader scope of the industrial, social, and artistic contributions of their surroundings, to express themselves in poetry and prose, in journalism, and in practical everyday English.

The California Reading Test was administered to determine a measure of progress. Pre- and post-test scores yielded both positive and negative differences, most of which were two months or less. The exceptions were a group of 11 students in eighth grade who gained seven months in reading comprehension, and the negative difference of four months in the vocabulary test for seventh grade. The small number of students for whom there were pre- and post-test scores was the result of the large number of non-scorable tests. Many students had not attempted the science vocabulary section of the test, and therefore, had rendered their tests unscorable. Since the reliability of groups with less than 20 students is limited, further testing is required for an accurate evaluation of the effectiveness of the program.

Teachers reported their observations of the effectiveness of the Language-Reading classes. They rated the majority of students as having made improvements in skills, in attitudes, and in intergroup relationships. Their descriptions of the program indicated that individualized instruction had aided in the progress of students. Materials and devices employed in the program included the use of various audio-visual equipment, Polaroid cameras, tape-recorder, etc., to centralize students' attention on an aspect of their own interest, and later to evaluate their observations.

Trips and excursions were rated as valuable experiences that served as the basis for classroom discussion. The camping experiences, provided for 125 students, after the conclusion of the summer session, enriched the lives of children and created a situation to promote clearer intergroup understandings and a closer adult-student relationship.

The innovative aspects of the mathematics program added substantially to the accomplishments of the project. The teachers reported that the Discovery Method was interesting and challanging to the students. The aspects covered included base five number systems, probability, positive and negative integers, and a review of the operations and basic combinations in addition, subtraction, multiplication, division of whole numbers and fractions. The use of the University of California consultants served as an impetus in making math an area in which students were observed to find satisfaction in the Knowledge that they could achieve in an important subject. The programs' effectiveness was further reflected in the pupil-tutors who had begun last regular semester below their expected level of achievement, but in the summer had conducted classes in Discovery Mathematics, for 7th and 8th grade students. The novice teachers created an empathy with their younger students that encouraged added effort and cooperative interest in solving problems and achieving skill.

The English-Spanish classes provided an opportunity for bilingual and non-English speaking students to better understand both languages. Teachers reported emphasis was placed primarily on oral language, although advanced students' work included reading and written language. The lack of materials made instruction an experimental approach and required many teacher innovated devices. Students reported they thought that they had made progress in learning both English and Spanish, although the progress in English seemed greater than in Spanish. The instruction made speaking a foreign language an accomplishment worthy of pride.

Parents who responded to the questionnaire reported that they had observed progress in their child's work. They indicated that advances had been made in the interpersonal relationships their child demonstrated in dealing with other children.

The Roosevelt Demonstration Project served as a training ground for nine student-teachers participating in Operation Fair Chance, a program specifically directed to improve teaching through better understanding of children from low-income families. The project further served the educational community by permitting students from state colleges and universities the opportunity to visit and observe classrooms.

The services rendered to the community include the training of 21 N.Y.C. Aides in semi-employment type activities. The aides reported they gained work-type experiences which included aiding teachers in the classroom, working in the office and supervising students.

Teachers aides, recruited from parents, high school students, and young adults, participated in the activities of the school. They aided teachers in the classroom and worked with groups of students in need of review. They supervised playground activities and aided on excursions.

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Approved:
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September 8, 1967

Part II: Roosevelt Summer Demonstration Project

Graduate Course: <u>Education and Human Relations</u>

INTRODUCTION

The Oakland Unified School District conducted a Senate Bill 28 Demonstration Workshop to provide Roosevelt Certificated Personnel with expanded opportunities for professional development. The fields of study included intergroup activities, curriculum, instructional methods and techniques and school-community relations. The Workshop took place at Hamilton Junior High School and was offered in conjunction with the ESEA, Title I Workshop. Further description of the ESEA Demonstration Workshop appears in the ESEA Report, Evaluation of ESEA Summer Schools 1967.

A unique feature of the SB 28 Demonstration Workshop was a two-unit graduate course entitled, Education and Human Relations. The course offered in cooperation with the College of Holy Names, was conducted by special consultant, Dr. Thomas O. McJunkins, and district staff members of the office of Human Relations staff members, James White and Mary Frances Everhart.

PROGRAM

The course, Education and Human Relations, was first developed as an educational television inservice course by the Massachusetts Department of Education in cooperation with the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, under a grant by the U. S. Office of Education. The course consisted of a series of video-taped lectures by a group of well-known authorities in the field of Human Relations. The following selected lectures were viewed:

The Nature of Prejudice - Dr. Thomas F. Pettigrew

The Personality of Minority Groups - Dr. Thomas F. Pettigrew

Wasted Talent - Professor Bernard W. Harleston

Teaching Human Relations - Techniques and Materials -
Dr. Jean D. Grambs (Part I)

Teaching Human Relations - Techniques and Materials -
Dr. Jean D. Grambs (Part 2)

Post-School Opportunities for Members of Minority Groups -
Mr. Minna Barnett

Co- and Extra-curricular Activities in Race Relations -
Dr. Thomas J. Curtin

Consultants of national repute had been invited to participate in the Demonstration Workshop. These consultants also lectured for the Education and Human Relations Course. Additionally, the following speakers made presentations:

Dr. Beryle Bailey, Professor of Education
Yeshiva University

The following speakers made presentations: (cont'd)

Dr. Thomas McJunkin, Assistant to the
Superintendent, Intergroup Relations
San Diego Unified School District

Dr. Thomas MacCalla, Assistant Superintendent
for Urban Educational Services,
Oakland Public Schools

Mr. Percy Steele, Executive Director
Bay Area Urban League

Following each presentation, the class was organized into discussion groups. The 39 members of the class were assigned to one of two large discussion groups and to one of 4 smaller groups. Membership in groups provided an opportunity for persons of varied backgrounds and levels of service to share and compare thinking. Dr. Thomas McJunkin, Mr. James White and Mrs. Mary Frances Everhart served as discussion leaders.

The assigned texts for the course were as follows:

Curtin, Thomas J., Gibson, John S. and Kvaraceus, William C., Poverty, Education and Race Relations: Studies and Proposals. Tufts University: Lincoln Filene Center, 1967.

This text had been prepared to accompany the video-film series. It consisted of a compilation of writings of authorities in the field. The contributing authors were:

Minna K. Barnett, Martin L. Dosick, Jean D. Grambs, Bernard W. Harleston, C. Eric Lincoln, Arthur Pearl, Martin Rein, Frank Riessman, Bradbury Seasholes

Hannah, John A., Racial Isolation in the Public Schools: Summary of a Report by the U. S. Commission on Civil Rights. C.C.R. Clearinghouse Publication No. 7, March 1967.

The U. S. Commission on Civil Rights, established by President Johnson in 1965 to study problems of race and education in all parts of the country, prepared a report based on staff investigations, public hearings and new research. An Advisory Committee of educators, economists, social scientists, and lawyers provided advice and assistance.

The instructors compiled and distributed a list of articles. Authors and titles are listed below:

Burke, Vincent J., Description of Harvard Follow-Up.

Clark, Kenneth, Class of Culture in the Classroom.

Fried, Morton H., Race-A Four-Letter Word that Hurts.

Jahoda, Dr. Marie, What is Prejudice.

Jencks, Christopher, Education: The Racial Gap.

McKessnick's Response to Christopher Jencks.

Noar, Gertrude, The Role of Human Relations in the Classroom.

Powledge, Fred, Segregation, Northern Style.

Classes began on June 26 and terminated July 21. Participants met on Mondays through Thursdays from 1:30 to 3:30 p.m. Enrollment in the two-unit graduate course was open to school personnel and graduate students at the College of Holy Names. There were 19 participants from elementary level, 15 from secondary level and two graduate students from Holy Names. Two other participants served in other than secondary or elementary levels.

PROCEDURE

A rating scale was submitted to the participants at the termination of the course. Participants rated how much the Human Relations course had influenced their knowledge and opinions about 9 topics discussed in class. The rating scale appears in Appendix II-A.

Participants estimated the amount of change in their attitude and the change they observed in their classmates. Estimates of the usefulness of the course were requested. The number of ratings and the percent of the total number of ratings were computed.

Participants responded to two questions. Their responses indicated the outstanding contributions of the course and the areas that needed improvement. Responses were abstracted and organized by topic. Responses for each level of service were reported separately.

FINDINGS

The number and percents of ratings for each topic appear in Table I. More than 70% of the participants felt they had benefited "some" or "much" as a result of their experiences in the course. Participants indicated that the aspects of the course that had most influenced their knowledge and thinking was Intergroup Relations and Teaching Human Relations. Those aspects which had exerted less influence were Employment for Low-Income Youth and Civil Rights for Low-Income Youth.

TABLE I

Number and Percent of Ratings Indicating Modification of Knowledge and Opinions

	RATINGS							
	NONE		LITTLE		SOME		MUCH	
	N	%	N	%	N	%	N	%
Intergroup Relations	1	3	1	3	12	36	19	58
Nature of Prejudice	0	0	2	6	15	45	16	48
The Personality of Minority Groups	3	9	4	12	15	45	11	33
Problems Affecting Low-Income Youth	1	3	5	15	17	52	10	30
Education for Low-Income Youth	0	0	5	15	12	36	15	45
Employment for Low-Income Youth	1	3	6	18	20	61	5	15
Civil Rights for Low-Income Youth	0	0	12	36	14	42	7	21
Teaching Human Relations	0	0	1	3	15	45	17	52
Educational Problems in Oakland	1	3	2	6	18	54	11	33

The ratings of the elementary and secondary level personnel and "others" were computed separately. The number and percent of their ratings appear in Appendices II A to II A-2. The participants from elementary level more frequently rated "some" or "much" benefit from each area of study than the participants from secondary level. However, when the distributions were compared by the chi square test of significance they were not found to be significantly different.

The data summarizing changes in attitude are reported in Table II. The majority of the participants estimated that their attitudes had changed "some" or "much" as a result of the course. The participants also rated the majority (67%) of the group as having demonstrated "some" or "much" change in attitude. More than half of the group estimated the course would be of "much" help in their assignment next year. In addition, thirty-six percent of the participants reported that the course would be of "some" help.

TABLE II

Number and Percent of Participants' Responses to Attitude Change and Usefulness of Information Gained

QUESTIONS	RATINGS							
	NONE		LITTLE		SOME		MUCH	
	N	%	N	%	N	%	N	%
To what extent do you think your attitudes were changed by this course?	4	12	6	18	16	48	7	21
To what extent do you think the attitudes of the group were changed?	1	3	9	27	19	58	3	9
How useful do you estimate this course will be for you in your assignment next year?	0	0	2	6	12	36	19	58

The participants' comments were abstracted and appear in Appendices II B to II B-5. The participants' comments were grouped according to the level of service, i.e., elementary, secondary or "other." The comments of the three groups demonstrated agreement, but also indicated differences in areas of emphasis. Since the number of participants in each group was less than 20, the incidence of repeated comments was limited with one exception to four or five. There were only 4 participants who reported they served in capacities other than elementary or secondary level.

The outstanding contributions most frequently identified by participants of all levels of service were the improved understanding of problems of minority groups and the problems in Oakland. The need for changes in teaching objectives, curriculum and method was suggested.

Participants from elementary school level discussed the need for a positive evaluation of pupils' abilities. Secondary level participants cited the development of better teacher-pupil understanding.

Participants from the elementary level cited more positive benefits as a result of discussion groups than did the participants from a secondary level. They described the change of viewpoints as one of the outstanding contributions of the course. The participants from the secondary level cited more contributions of a personal or individual change than did the participants from elementary level. Secondary level participants indicated that they had acquired renewed hope and a re-evaluation of self, a desire to learn more, and a plan to participate more in the Human Relations Committees of their schools. The comments of the participants from elementary level indicated an awakening of individual responsibility to Human Relations and the need to complete extra reading.

Among the comments of the kinds of improvements suggested by the participants, most frequently stated was the need for more discussion of Oakland's problems. The desire to discuss remedies or the construction of recommendations were also concerns of participants.

Suggested improvements, related to discussion groups, revealed contrasting opinions. The comments of participants from elementary schools suggested more time should be devoted to discussion groups, although opinions differed about the relative value of large or small discussion groups. Participants from the secondary level expressed conflicting views of the value of the discussion topics. Some participants believed in the value of discussion of case studies and others thought too much time had been devoted to individual problems.

The majority of all participants prefer the discussion groups and the speakers, although a few reported that the films were informative and should have been continued. Some participants suggested additional speakers be brought before the group to lecture or participate in panel discussions.

Participants agreed that the value of the course warranted its recommendation. Participants of elementary and secondary level agreed that more teachers and administrators should be involved in the course.

CONCLUSIONS

The majority (70% or more) of the participants found that all topics discussed had been of "some" or "much" influence on their knowledge and opinions about Human Relations. The aspects of the course that had most affected the participants knowledge and opinions was Intergroup Relations and Teaching Human Relations.

CONCLUSIONS (Cont'd)

Two-thirds of the participants reported they had made "some" or "much" change in attitude themselves and they had observed "some" or "much" change in attitude of the group. The majority of the participants had appraised the course as most useful to their assignment next year.

Comments of the participants indicated that understanding and awareness of problems was a frequently stated outstanding contribution of the course. Participants from the elementary level were influenced in their thinking about the ability of children from low-income families. They frequently commented that they had found discussion groups valuable for exchanges of ideas, expressions and points of view.

Participants from secondary level cited increased understanding of teacher-pupil relationships and improved methods of working with low-income or minority groups as outstanding contributions. Few comments were made concerning the value of discussion groups, but several comments concerning personal development, i.e., personal self-evaluation, stimulated interest and motivation for further reading, were frequently mentioned.

Participants agreed that more discussion should be allotted to Oakland's problems and that possible solutions should be discussed and followed by recommendations. Participants from the elementary level thought the value of the discussion group should be improved by regulating the size or choice of the group. Secondary level participants were more concerned with the specifics versus the generalities of discussion.

Some participants expressed a preference for speakers and panel discussion. Frequent comment was made recommending the course to all personnel, teachers, administrators and counselors in Oakland Public Schools.

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Approved:
Alden W. Badal
Director of Research
September 8, 1967

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX I

SUMMER SCHOOL

APPENDIX IA

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Teacher's Evaluation of Roosevelt Summer Project
(Summary of Responses of 7 Teachers)

1. What grade level did you teach in summer school? 7th, 8th, 9th
(Grade)

2. What was your area of teaching? Language Arts

3. Please indicate your rating of the effectiveness of the program

Excellent_____ Very Good 3 Good 3 Fair____ Poor_____

4. List and describe what materials and/or techniques you employed to make summer school a unique and different experience for the student.

Materials: Magazines, Newspapers, Polaroid Camera, Folk Ballads, Opaque projector, puzzles, and Science Laboratory Equipment.

Techniques: listening to self on tape recorder, class discussions.

Textbooks: The Gateway Series - SRA Skill Builders - Language Master Tom Sawyer - The Family of Man (Photos)

5. Please cite what you consider to be the most significant benefits to the students from the summer program. (Frequency indicated in parenthesis)

a. Active participation of students in discussion (3)

b. Individualized instruction (2) Experiences on Field trips (2)

c. Improved school attitudes (2) Materials that allowed success (1)

6. Please state the areas or aspects of the program that should be reviewed so that the program might be even better, and indicate what the improvements might be. (Frequency of comment indicated in parenthesis)

a. Improve grouping of students (3) Eliminate invalid tests (1)

b. More effective use of NYC Aides in classroom (1)

c. Place students in class needed or requested by parent (2)

APPENDIX IA-1

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Teacher's Evaluation of Roosevelt Summer Project
Responses of One Teacher

1. What grade level did you teach in summer school? 8th (Grade)

2. What was your area of teaching? Spanish - English

3. Please indicate your rating of the effectiveness of the program?

   Excellent____ Very Good____ Good X Fair____ Poor____

4. List and describe what materials and/or techniques you employed to make summer school a unique and different experience for the student.

   Materials Ditto materials, pictures, films, records

   Techniques

5. Please cite what you consider to be the most significant benefits to the students from the summer program.

   a. Learned about discipline

   b. Received individual help

   c. Increased proficiency in English

6. Please state the areas or aspects of the program that should be reviewed so that the program might be even better, and indicate what the improvements might be.

   a. Receive materials in advance

   b. More materials are needed

   c. Avoid continuous transferring of students from one class to another.

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Teacher's Evaluation of Roosevelt Summer Project
(Summary of Responses of 2 Teachers)

1. What grade level did you teach in summer school? 7th, 8th, 9th (Grade)

2. What was your area of teaching? Mathematics

3. Please indicate your rating of the effectiveness of the program.

   Excellent 2 Very Good ____ Good ____ Fair ____ Poor ____

4. List and describe what materials and/or techniques you employed to make summer school a unique and different experience for the student.

   Materials Discovery Method

   Probability wheel, graph boards, golf tess

   stretching, modular and shrinking machines

   Techniques

5. Please cite what you consider to be the most significant benefits to the students from the summer program.

   a. Improved self-image and improved school attitudes

   b. Mastery of advanced mathematical concepts

   c. Learned to discover in Math

6. Please state the areas or aspects of the program that should be reviewed so that the program might be even better, and indicate what the improvements might be.

   a. More funds to increase number of graduate students and tutors

   b. Salaries paid on time. (Graduate students and pupil tutors)

   c. Master teacher for pupil tutors

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Teacher's Evaluation of Roosevelt Summer Project
(Summary of Responses of 5 Teachers)

1. What grade level did you teach in summer school? 7th, 8th & 9th (Grade)

2. What was your area of teaching? Electives

3. Please indicate your rating of the effectiveness of the program.

   Excellent_____ Very Good _____ Good _____ Fair ____ Poor___

4. List and describe what materials and/or techniques you employed to make summer school a unique and different experience for the student.

   Materials Homemaking: New tools and gadgets - Fabrics and their use

   Art: Sculpture materials - African Exhibit at U. C.

   P.E.: Weight lifting - Tests and measurements.

   Typing: 20th Century Typing.

5. Please cite what you consider to be the most significant benefits to the students from the summer program.

   a. Small, ungraded classes, more participation

   b. Better attitude toward school - Responded to NYC aides

   c. Interesting activities for summer improved readiness for Jr. High

6. Please state the areas or aspects of the program that should be reviewed so that the program might be even better, and indicate what the improvements might be.

   a. More electives offered - Need personal hygiene classes

   b. Need more excursions (County Industries) - More use of Video-Trainer

   c. Need M.R. classes - Need orientation to Jr. High (discipline)

APPENDIX IB

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Inventory of Activities of Parent-Aides

A. How many hours did you work each day? 3 hours - 4 Parents / 4 hours - 2 Parents
Hours

B. How many days did you work each week? 5
(Days)

Please place an X before the words that tell how often you performed each activity.

C. Activities

1. Assisting teachers directly with classroom instruction
5 (71%) Many times _____ Sometimes _____ Not often _____ Never

2. Assisting teachers in classroom in ways other than direct instruction
4 (57%) Many times _____ Sometimes _____ Not often _____ Never

3. Supervising pupils (Hall, cafeteria, etc.)
3 (43%) Many times _____ Sometimes 1 (14%) Not often 1(14%) Never

4. Participating in inservice training activities
3 (43%) Many times 1 (14%) Sometimes 1 (14%) Not often 1(14%) Never

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Inventory of Activities of Parent-Aides

Please indicate other activities you have performed for the project and place an X to tell how often.

D. Other activities

Many times: Collected free and inexpensive materials from community.

_____ Many times _____ Sometimes _____ Not often _____ Never

Audio-Visual
_____ Many times _____ Sometimes __X__ Not often _____ Never

Office
_____ Many times _____ Sometimes __X__ Not often _____ Never

Library - including clerical work
_____ Many times _____ Sometimes __XX__ Not often _____ Never

Field Trips
_____ Many times _____ Sometimes __XX__ Not often _____ Never

Conferences
_____ Many times _____ Sometimes _____ Not often _____ Never

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX IC-1

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Inventory of Activities of Neighboorhood Youth Corps

A. How many hours did you work each day? 4 Hours - 4 Students; 6 Hours - 17 Students

Hours

B. How many days did you work each week? 5

Days

Please place an X before the words that tell how often you performed each activity.

C. Activities

1. Assisting teachers directly with classroom instruction

10 (48%) Many times 6 (29%) Sometimes 1 (5%) Not often 4 (19%) Never

2. Assisting teachers in classroom in ways other than direct instruction

6 (29%) Many times 11 (52%) Sometimes 2 (10%) Not often 2 (10%) Never

3. Supervising pupils (Hall, cafeteria, etc.)

7 (33%) Many times 7 (33%) Sometimes 4 (19%) Not often 3 (14%) Never

4. Participating in inservice training activities

1 (5%) Many times 2 (10%) Sometimes 1 (5%) Not often 17 (81%) Never

Please indicate other activities you have performed for the project and place an X to tell how often.

D. Other Activities

_____

_____ Many times _____ Sometimes _____ Not often _____ Never

_____

_____ Many times _____ Sometimes _____ Not often _____ Never

_____

_____ Many times _____ Sometimes _____ Not often _____ Never

JBR:am
7-25-67

APPENDIX IC-2

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Inventory of Activities of Neighborhood Youth Corps
(Summary of Responses of 21 N.Y.C. Workers)

1. What are the most important things you learned from your work this summer?

Areas of Learning	Frequency of Mention
Work Experience:	
Office Work (Typing - Filing)	9
Audio-Visual (Video - Trainer)	2
Teaching	1
Working in Art	1
Working on Newspaper	1
Contact with People:	
Understanding younger people	1
School principal	1
Excursions:	
Observing People in Community	1
Improved:	
Learned a lot	3

APPENDIX IC-3

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Inventory of Activities of Neighborhood Youth Corps (Continued)

Please indicate other activities you have performed for the project and place and X to tell how often:

D. Other Activities:

Work in Office (Typing, Running Errands, Operating Machines)
4 Many Times 6 Sometimes 0 Not Often 0 Never

Work on Newspaper
1 Many Times 3 Sometimes 0 Not Often 0 Never

Audio-Visual
2 Many Times 1 Sometimes 0 Not Often 0 Never

Library
0 Many Times 2 Sometimes 0 Not Often 0 Never

Making Posters for Halls
2 Many Times 0 Sometimes 0 Not Often 0 Never

Assisted on Field Trips
1 Many Times 0 Sometimes 1 Not Often 0 Never

Helping Custodian
1 Many Times 0 Sometimes 0 Not Often _____ Never

Supervising Physical Education
2 Many Times 1 Sometimes _____ Not Often _____ Never

APPENDIX ID

OAKLAND PUBLIC SCHOOLS
Research Department

Parent Evaluation of Summer Demonstration Project

Roosevelt Junior High School
(Number and Percent of Responses of 40 Parents)

We want to know what you think about the summer program? Please answer these few questions by marking X in one square for each question.

1. My child enjoyed summer school:

32 80%	5 12%	3 8%	
Very Much	Somewhat	A little	Not at all

2. This summer my child has learned:

21 53%	17% 43%	1 3%	
A great deal	Some	A little	Not much

3. As a result of summer school. I think my child's work next school year will be:

17 43%	15 38%	7 17%	1 2%
Much better	Somewhat better	A little better	No change

4. In summer school, my child seemed to get along with other people:

16 40%	11 28%	12 30%	1 2%
Much Better	Somewhat Better	The same	Not at all

(Summary of Responses of 40 Parents)

5. Why did you send your child to summer school? So my child could learn (15). to improve his reading (8) to learn more math (7) to learn to type(4)

6. The best thing about summer school was the trips (10) different things to do (5) opportunity to learn math (4) no response (4)

7. The worst thing about summer school was No response (13) nothing (12) getting up early (4)

Please have your child return the completed questionnaire to the teacher. Thank you for your cooperation.

APPENDIX IE

OAKLAND PUBLIC SCHOOL
Research Department

STUDENT RATING SCALE

SB 28 Summer Demonstration Project: Roosevelt Junior High School
(Number and Percent of Responses of 101 Students*)

Please check the grade in which you were in the 1966-67 school year 7 8 9 .

Please check if you are a boy ____ or a girl ____.

For the following questions, please place an X before the answer you chose.

Because of the help I have received in the summer program at Roosevelt, and compared with my progress last year,

1. I now read

N	%	
47	47	much better
18	18	somewhat better
32	32	a little better
2	2	No better

2. I now understand what I read

N	%	
44	44	much better
26	26	somewhat better
23	23	a little better
7	7	no better

3. I now enjoy reading

N	%	
43	43	much better
27	27	somewhat better
25	25	a little better
4	4	no better

4. I can figure out new words

N	%	
36	36	much better
35	35	somewhat better
23	23	a little better
5	5	no better

5. The summer classes have helped me do my work

N	%	
57	57	much better
18	18	somewhat better
22	22	a little better
2	2	no better

6. I now like the school library

N	%	
29	29	much more
21	21	somewhat more
23	23	a little more
15	15	not at all

7. The trips away from school have helped me understand my school work

N	%	
55	55	much better
23	23	somewhat better
10	10	a little more
8	8	no better

8. I think I can now do my classwork

N	%	
61	61	much better
16	16	much better
21	21	a little better
1	1	no better

9. During the summer I saw my counselor

N	%	
6	6	much more
9	9	somewhat more
12	12	a little more
70	70	not at all

10. My feeling toward school is now

N	%	
55	55	much better
26	26	somewhat better
17	17	a little better
3	3	no better

*Number of responses may not total 101, because students omitted some items.

OAKLAND PUBLIC SCHOOLS
Research Department

STUDENT RATING SCALE

SB 28 Summer Demonstration Project: Roosevelt Junior High School

11. Why did you come to summer school?

to learn	(36)	for English to write	(5)		
for reading	(13)	for Math	(4)		
I want to	(9)	to make up time (grades)	(4)		
to have fun	(6)	for the trips	(4)		
my mother told me	(6)	I need help	(4)		
prepare for next year	(5)				

12. What three things did you like most about summer school?

trips	(73)	Work	(13)	Wood	(5)
teachers	(24)	Science	(10)	Art	(7)
P. E.	(19)	class	(10)	Taperecorder	(5)
Reading	(19)	Homemaking	(9)	people	(4)
				typing	(4)

13. What three things did you like least bout summer school?

food	(19)	Work	(9)	Reading to myself	(4)
teachers	(13)	class	(5)		
some classmates	(9)	trips	(4)		

*Number of responses is indicated in parenthesis.
*Responses reported by less than four students were omitted.

APPENDIX IF

OAKLAND PUBLIC SCHOOLS
Research Department

STUDENT RATING SCALE
SB 28 Summer Demonstration Project: Roosevelt Junior High School
(Number and Percent of Responses of 31 students)

Please check the grade in which you were in the 1966-1967 school year

6	14%	45%
7	15	48%
8	1	3%

Please check if you are a boy 16 (52%) or a girl 15 (48%)

For the following questions, please place an X before the answer you chose:

1. Because of this special mathematics class, I can now do addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.

N	%	
18	58	Much better
7	23	Somewhat better
4	13	A little better
2	6	No better

2. Because of this special mathematics class, I can now solve word problems.

N	%	
12	39	Much better
9	29	Somewhat better
7	23	A little better
3	9	No better

3. My feeling about mathematics is now*:

N	%	
24	77	Much better
5	16	Somewhat better
1	3	A little better
1	3	No better

*(Summary of Responses of 15 students.)

4. After I finish high school, I think I will:

N	%	
11	35	Go to a university
14	15	Go to a state college
6	19	Go to a junior college

5. Why did you come to summer school? to learn more math (13) to learn more (6)

6. What three things did you like most about summer school?

Trips (14) Teachers (8) Typing (9) Math (13) Homework (5) Woodshop (6)

7. What three things did you like least about summer school?

Food (10) Teachers (8) Gym (6)

*Number of responses is indicated in parenthesis
**Responses reported by less than four students were ommitted.

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX IG

STUDENT RATING SCALE

SB 28 Summer Demonstration Project: Roosevelt Junior High School
(Number and Percent of Responses of 19 Students*)

Please check the grade in which you were in the 1966-67 school year.

6	4	(21%)
7	12	(63%)
8	2	(10%)
9	1	(5%)

Please check if you are a boy 8 (42%) or a girl 11 (58%)

1. This class has helped me to understand the Spanish language

N	%	
9	47	Much
1	5	Somewhat
3	15	A little
		None

2. This class has helped me in reading Spanish

N	%	
7	37	Much
2	10	Somewhat
6	32	A little
		None

3. This class has helped me to understand the English language

N	%	
12	63	Much
2	10	Somewhat
3	16	A little
2	10	None

4. This class has helped me in reading English

N	%	
11	58	Much
3	16	Somewhat
2	10	A little
3	16	None

(Summary of Responses of 19 Students**)

5. Why did you come to summer school? To learn more (10)

6. What three things did you like most about summer school?

A. Typing (10) Gym (5) English (4)

7. What three things did you like least about summer school?

A. Lunch (5) Spanish (4) Art (4)

* Number of responses may not total 19 because students omitted some items.

** Number of responses is indicated in parenthesis. Responses reported by less than four students were omitted.

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX II

GRADUATE COURSE - EDUCATION AND HUMAN RELATIONS

APPENDIX IIA

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Education and Human Relations

Please indicate level of service:

___X___ Elementary _____ Secondary _____ (Other, please specify)

Please indicate how much you benefited from your experience in the course, Education and Human Relations: by placing an X on the rating scale:

A. How much have the various aspects of the workshop affected your knowledge and opinions about:

	NONE		LITTLE		SOME		MUCH		TOTAL*
	N	%	N	%	N	%	N	%	N
1. Intergroup Relations	0	0	0	0	5	31	11	68	16
2. Nature of Prejudice	0	0	1	6	7	44	8	50	16
3. The Personality of Minority Groups	1	6	2	13	6	38	7	44	16
4. Problems Affecting Low-Income Youth	0	0	2	13	7	44	7	44	16
5. Education for Low-Income Youth	0	0	2	13	4	25	9	56	16
6. Employment for Low-Income Youth	0	0	1	6	10	63	4	25	16
7. Civil Rights for Low-Income Youth	0	0	4	25	9	56	3	19	16
8. Teaching Human Relations	0	0	0	0	6	38	10	63	16
9. Educational Problems in Oakland	0	0	1	6	8	50	7	44	16

B. How much has this course improved your knowledge of human relations?

	NONE		LITTLE		SOME		MUCH		TOTAL*
	N	%	N	%	N	%	N	%	N
1. To what extent do you think your attitudes were changed by this course?	1	6	1	6	9	56	4	25	16
2. To what extent do you think the attitudes of the group were changed?	1	6	3	19	11	68	0	0	16
3. How useful do you estimate this course will be for you in your assignment next year?	0	0	0	0	7	44	9	56	16

* Some totals may not equal 16, because some items were omitted.

APPENDIX IIA-1

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Education and Human Relations

Please indicate level of service:

_____ Elementary __X__ Secondary _____ (Other, please specify)

Please indicate how much you benefited from your experience in the course, Education and Human Relations, by placing an X on the rating scale:

A. How much have the various aspects of the workshop affected your knowledge and opinions about:

	NONE		LITTLE		SOME		MUCH		TOTAL *
	N	%	N	%	N	%	N	%	N
1. Intergroup Relations	1	8	1	8	5	38	6	46	13
2. Nature of Prejudice	0	0	1	8	6	46	6	46	13
3. The Personality of Minority Groups	2	15	2	15	7	54	2	15	13
4. Problems Affecting Low-Income Youth	1	8	3	23	7	54	2	15	13
5. Education for Low-Income Youth	0	0	2	15	5	38	6	46	13
6. Employment for Low-Income Youth	1	8	4	31	7	54	1	8	13
7. Civil Rights for Low-Income Youth	0	0	6	46	4	31	3	23	13
8. Teaching Human Relations	0	0	1	8	7	54	5	38	13
9. Educational Problems in Oakland	0	0	1	8	7	54	4	31	13

B. How much has this course improved your knowledge of human relations?

	NONE		LITTLE		SOME		MUCH		TOTAL *
	N	%	N	%	N	%	N	%	N
1. To what extent do you think your attitudes were changed by this course?	2	15	4	31	5	38	2	15	13
2. To what extent do you think the attitudes of the group were changed?	0	0	4	31	6	46	3	23	13
3. How useful do you estimate this course will be for you in your assignment next year?	0	0	2	15	5	38	6	46	13

* Some totals may not equal 13, because some items were omitted.

APPENDIX IIA-2

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28 Summer Demonstration Project: Roosevelt Junior High School

Education and Human Relations

Please indicate level of service:

_____ Elementary _____ Secondary X (Other, please specify)*

Please indicate how much you benefited from your experience in the course, Education and Human Relations, by placing an X on the rating scale:

A. How much have the various aspects of the workshop affected your knowledge and opinions about:

	NONE		LITTLE		SOME		MUCH		TOTAL
	N	%	N	%	N	%	N	%	N
1. Intergroup Relations	0	0	0	0	2	50	2	50	4
2. Nature of Prejudice	0	0	0	0	2	50	2	50	4
3. The Personality of Minority Groups	0	0	0	0	2	50	2	50	4
4. Problems Affecting Low-Income Youth	0	0	0	0	3	75	1	25	4
5. Education for Low-Income Youth	0	0	1	25	3	75	0	0	4
6. Employment for Low-Income Youth	0	0	1	25	3	75	0	0	4
7. Civil Rights for Low-Income Youth	0	0	2	50	1	25	1	25	4
8. Teaching Human Relations	0	0	0	0	2	50	2	50	4
9. Educational Problems in Oakland	0	0	0	0	3	75	1	25	4

B. How much has this course improved your knowledge of human relations?

	NONE		LITTLE		SOME		MUCH		TOTAL
	N	%	N	%	N	%	N	%	N
1. To what extent do you think your attitudes were changed by this course?	1	25	0	0	2	50	1	25	4
2. To what extent do you think the attitudes of the group were changed	0	0	2	50	2	50	0	0	4
3. How useful do you estimate this course will be for you in your assignment next year?	0	0	0	0	0	0	4	100	4

*These participants designated their level of service was other than elementary or secondary.

APPENDIX IIB

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 16 Participants Who Serve in the Elementary Schools

1. What do you consider to be the outstanding contributions of the course, Education and Human Relations, to your professional training?

Outstanding Contributions	Frequency of Mention
a. New Insights	
Awareness of problems and feelings and clarification of ideas and existing problems	10
b. New Understandings Directly Related to Classroom	
Needed changes: objectives, curriculum and method	5
Appraisals of learning capabilities	4
Understanding of attitudes of parent and child	2
c. Films, Textbook, Discussion Leaders	
Instructors and discussion leaders	4
Films and materials	2
d. Discussion Groups	
Understanding other viewpoints	4
Exchanging ideas about Oakland	1
Expressions by members of minority groups	1
e. Personal Growth	
Individual responsibility to develop better human relations	1
Motivated additional reading	1
Reaffirmed acquired knowledge and opinion	1

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 14 Participants Who Serve in the Secondary Schools

1. What do you consider to be the outstanding contributions of the course, Education and Human Relations, to your professional training?

Outstanding Contributions	Frequency of Mention
a. New Insights	
Immensity and complexity of problems	2
Awareness of human relations aspect in education	2
Knowledge of historical background	1
b. New Understandings Directly Related to Classroom	
Developing better teacher-student understanding	4
Needed changes: curriculum and teaching method, goals and aims	3
c. Films, Textbook, Discussion Leaders	
Lectures and Films	3
Materials	1
d. Discussion Groups	
Awareness of diversity of opinions	1
e. Personal Growth	
Appraisal of own ideas and feelings	3
Progress in human relations among members of the group	2
Desire to learn more	1
Encouraged better participation in human relations committee at school	1

APPENDIX IIB-2

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 4 "Other Participants" *

1. What do you consider to be the outstanding contributions of the course, Education and Human Relations, to your professional training?

Outstanding Contributions	Frequency of Mention
a. New Insights	
Understanding of feelings and attitudes	4
Needed work in human relations and education	1
b. New Understandings Directly Related to Classroom	
Better understanding of teachers' attitudes	1
Helping minority groups to express Hostility constructively	1
c. Discussion Groups	
Opinions of other teachers in Oakland	1

*These participants had designated that their level of service was other than elementary or secondary.

APPENDIX IIB-3

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 16 Participants Who
Serve in the Elementary Schools

2. What improvements should be made in planning future courses on human relations?

Improvements	Frequency of Mention
a. Organization of the Course	
Explore possible remedies	1
Structure course to fit variety of groups	1
Course too short to cover topic	1
b. Participants	
Involve more teachers, administrators, counselors, etc.	5
c. Discussion Groups	
More large discussion groups	2
Longer discussion time	2
Choice of discussion group	1
Smaller groups	1
Structured discussion	1
d. Films and Speakers	
Less audio-visual	2
More specialists	2
More films from series	1
e. Other Improvements	
Daily summary submitted to class	1
Pupils from target areas express ideas	1

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 14 Participants Who Serve in the Secondary Schools

2. What improvements should be made in planning future courses on human relations?

Improvements	Frequency of Mention
a. Organization of Course	
More discussion of problems in Oakland	3
Guest speakers who provide a variety of philosophical viewpoints	1
b. Participants	
Involve more teachers, administrators, counselors, etc.	4
c. Discussion Groups	
Prevent discussion of individual problems	4
Encourage use of "case study" discussion	2
Equalize participants' contributions to discussion	2
Have discussion panels	1
Offer follow-up seminars	1
d. Films and Speakers	
Prefer more discussion and less films	2
More speakers	2
Include all films	1
Field observation or work	1

OAKLAND PUBLIC SCHOOLS
Research Department

EDUCATION AND HUMAN RELATIONS

Summary of Responses of 4 "Other Participants"*

2. What improvements should be made in planning future courses on human relations?

Improvements	Frequency of Mention
a. Organization of the Course	
Concrete ideas for administrators to implement	1
Prepare written outline of course requirements	1
b. Discussion Groups	
Less discussion of philosophies of special interest groups	1
Prepare summaries of small group discussions	1
c. Other Improvements	
Present panels of lay people	1
Panel of sociologist, psychologist, anthropologist and educator could be exciting	1

*These participants had designated that their level of service was other than elementary or secondary.